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AUTHOR Harkless, Necia; And Others
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ABSTRACT

This book, developed by the Nigerian Curriculum Development Project at the University of Kentucky, presents resources and suggested units for teaching about Nigeria. The resources section includes outlined background readings for teachers in the primary grades and bibliographies for teachers and parents. Four suggested units of instruction are fully detailed in the following sections. These include: an introduction to Nigeria (historically, geographically, and culturally) for children in grades two and three; a learning kit designed to instruct parents and teachers about teaching different cultures; a group of activities for acquainting young children with the food of Nigeria; and a unit plan for teaching the music of Nigeria to second and third graders. (MK)

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A NIGERIAN NOTEBOOK

Units and Resources for Teachers and Parents Early Childhood and Elementary

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Center for Professional Developement
University of Kentucky Lexington, KY 40506

A NIGERIAN NOTEBOOK

Units and Resources

for Teachers and Parents

Early Childhood and Elementary

Nigerian Curriculum Development Project
College of Education
University of Kentucky

Necia Harkless
Grant Southworth
Doris Brown
Frankie Daniel

February, 1980

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College of Education

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Doris Brown

Let's Eat our Way through Africa
Frankie Daniel

Let's Make Music and Verse
Necia Harkless

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I should like to thank the teachers in the Nigerian Curriculum Project for the spirit of community that developed during the two courses developed by Angene Wilson and Necia Harkless and implemented spring and summer of 1979: (1) seminar in curriculum and instruction, Learning and Teaching about Nigeria, (2) problems in school curriculum, Curriculum Development about Nigeria.

Especially, I would like to thank Doris Brown, Booker T. Washington Elementary School, Grant Southworth, formerly at Booker T. Washington and presently at Millcreek Elementary School and Frankie Daniels also at Millcreek Elementary School and formerly at Julius Marks for the contributions included in this notebook.

The guest lecturers/consultants, Professors Alaigwu, Jester and Amatseye made invaluable contributions in content, and insight derived from their personal experiences growing, living and teaching in Nigeria.

Necia Harkless, Editor
February, 1980

Introduction

Why Study Nigeria?

The visit of President Carter and subsequent state visit to Washington of former Head of State of Nigeria-Lieutenant General Olosegun Obasanjo is significant as it heralds the new spirit of cooperation of the U.S. and Africa for the next decade.

Jean Herskovits, Professor of History at State University at Purchase, New York and veteran travelor to Nigerian cites the following reasons for the importance of Nigeria:

> "Nigeria is important to the United States, as to others because of economics, because of its growing leadership in Africa and elsewhere in the "Third World", and its recent election to the U.N. Security Council. In southern Africa, where the United States has become involved in trying to find peaceful solutions, Nigeria plays a significant, if little publicized, role.
>
> Nigeria is the second largest supplier of crude oil to the United States. One out of four Africans--nearly 80 million people--live in Nigeria. Its economy is growing at over 10.3 percent a year (in contrast to South Africa's 1.4 percent),
>
> Nigeria is a large potential market and provides the opportunity for sizeable returns on future U.S. investment, particularly welcome since Nigeria admires American technology and expertise."
>
> From "Dateline Nigeria: A Black Power." J. Herskovits reprint from Foreign Policy Magazine, #29 (Winter 1977-78), copyright 1978 by National Affairs, Inc.

The following statements were taken from the first page of Journal entries of the members of Nigerian Curriculum Development Project.

I am excited about the Nigerian Project because:

> "It is an opportunity to do something different in the field of reading also to do an exchange regarding activities used to get parents involved in the education process...Primary students are very excited when learning or reading about boys and girls of other lands."
>
> "I am excited about the Nigerian Project because Kentucky's youth will

have a chance to participate in a social studies curriculum which includes the African continent."

"I am interested in the decorative arts and Nigeria is one of the richest countries of the world in the decorative arts..."

"I am basicly ignorant of Nigerian culture. As a social studies teacher, and as a human being on "Spaceship Earth", I need to know about the kinds of cultural experiences I hope to gain from this project..."

"...I do have a definite need now for this course as I plan a unit on Nigeria for my 6th grade...I simply want to close a real gap in my knowledge."

This Nigerian Notebook is a beginning in bridging the gap between the new spirit of U.S. policy toward Nigeria and the need of our youth, teachers, and parents to meet the challenge of the next decade regarding our responsibilities toward the pluralistic and global necessities of our democratic society.

Resources for Teachers and Parents

A. Background Reading for Teachers

Nigerian Profile

Political-

Official Name - Federal Republic of Nigeria

Capital - Abuja (administered from Lagos until completion of Abuja)

Government - Type, Federal Republic (Military Rule from 1966), Five stage plan to return to civilian rule by October 1979-Presidential system instituted instead of Cabinet-Branches: Executive, President and Ministers; Legislative, Council of Chiefs of States; Senate: five people for each state; House of Representatives (State House of Assembly) based apportionment of 1963 Senate-amendment needed to vary apportionment; Judicial, Federal Supreme Court, State High Courts-independent 1960.

Monetary Unit - 1 NIARA = approximately $1.60 in U.S.

Official Language - English-over 200 language systems, Hausa, Ibo, Yoruba major groups.

Religions - 47% Muslim, 34% Protestant & Catholic, 19% Animist

Flag - Green (agriculture), White (unity and peace), and Green vertical bonds (specified color)

Pledge - I pledge to Nigeria my country to be faithful, loyal and honest, to serve Nigeria with all my strength, to defend her unity and uphold her honor and glory, so help me God.

Nigerian National Anthem -

Nigeria we hail thee
Our own dear native land
Though tribe and tongue may differ
In brotherhood we stand,
Nigerians all and proud to serve
Our sov'reign Motherland.

Our flag shall be a symbol
That truth and justice reign,
In peace or battle honour'd.
And this we count as gain
To hand on to our children
A banner without stain.

O God of all creation
Grant this our one request
Help us to build a nation
Where no man is oppressed.
And so with peace and plenty
Nigeria may be blessed.

STATES	CAPITOL	STATES	CAPITOL
Anambra	Enugu	Kano	Kano
Bauchi	Bauchi	Kwara	Ilorin
Bendel	Benin City	Lagos	Ikeja
Benje	Makurdi	Niger	Minna
Borno	Maiduguri	Ogun	Abeokuta
Cross-River	Calabar	Ondo	Akure
Gongola	Yola	Oyo	Ibadan
Imo	Owerri	Plateau	Jos
Kaduna	Kaduna	Rivers	Port Harcourt
		Sokoto	Sokoto
		Federal Capitol Territories	Abuja

Geographical -

Area - 356,699 square miles (about size of Calif., Nev. and Arizona combined). Lagos 1.5 million, Ibadan 1.3 million, Kano 300,000.

Highest point - Vogel Peak, 6,700 feet

Lowest point - sea level

Greatest width - (east to west-800 miles app.)

Greatest length - (north to south-660 miles app.)

Population -

Total pop. - 79.8 million (unauthorized 1973 census)
70 million-1977 estimate

Population density - 224 per sq. mile

Annual growth rate - 2.4.3%

Literacy - 25%, Life expectancy 39 years

Economy -

GDP (Gross Domestic Product) 27 billion 1976, $100 per capita income
per capita GDP $333

Annual growth rate 12%

Agriculture, land-30% cultivated, labor 70%
products- cocoa, rubber, palm oil, yams cassaua, sorghum, millet, corn, rice, livestock, ground nuts, cotton.

Industry, labor 10%
products- cotton, rubber, petroleum, textiles, cement, food products, foot wear, metal products, lumber

Mineral resources: petroleum, tin, columbite, iron ore, coal, limestone, lead, zinc

Trade: exports $10 billion (1976); petroleum (93%), tin, coal columbite, coal, palm oil, rubber. Partners-U.S., European Economic Community (EEC)

imports $7 billion (1976) machinery and transport equipment, food stuffs, manufactured goods- partners, EEC, U.S.

Membership in International Organizations:

UN and several of its specialized agencies, Organization of African Unity (OAU), Commonwealth of Nations, Organization of Petroleum Exporting Countries (OPEC), Economic Community of West African States (ECOWAS).

From U.S. Department of State Background Notes, 1977, provided by the Detroit Council for World Affairs.

Historical Dates

(see bibliography for further information)

C.	500	B.C. Nok culture begins greatest development
C.	800	Kanem civilization begins to flourish
	1500	Benin kingdom
	1600	Dutch influence begins
	1750	Oyo power attains peak
	1769	Mungo Dark explores upper Niger River
	1804	Iulani conquest begins
	1830	Niger Delta reached from upstream
	1842	First Christian mission schools established with help of African expatriates and freed men
	1861	Britain takes over Lagos

1835	Oil rivers protectorate formed
1886	Royal Niger Company founded
1893	Niger Coast Protectorate established
1899	First public schools established by the government
1900	Nigeria becomes an official British protectorate
1914	Northern and Southern portions united in one colony
1915	Coal mining begins
1922	Britain establishes a Nigerian constitution
1944	National Council of Nigerian Citizens formed (NCNC)
1946	Richards Constitution in force
1948	University of Ibadan founded
1954	New constitution
1956	First important commercial petroleum discovery made; Queen Elizabeth II feted during state visit
1957	First game reserve (Yankari) established
1960	Nigeria becomes sixteenth African state to achieve independence
1963	Form of government changed to Federal Republic within British Commonwealth; Institute of African Studies founded
1964	Cultural Center opens at Oshogbo
1966	Two successive military coups initiate military government
1967	Twelve states formed; Biafra proclaims independence, civil war begins
1970	Civil War ends
1975	Head of State Yakubu Gowon overthrown; July 29, Mortala Ramat Muhammed becomes Head of State
1975-76	Six new universities open
1976	Head of State Muhammed overthrown, February 13
1976	Report of Constitutional Drafting Committee, October
1976	Decision to move capitol to Abuja

1976	Twelve-state system abolished; nineteen-state system created
1977	International Festival of Black Arts and Culture, Lagos, January-February
1977	National debates held on proposed constitution
1979	Elections held based on new constitution; Shehu Shagari elected President

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NIGERIA

A TEACHING UNIT

Awareness Unit on Nigeria

Grant Southworth

August, 1979

I. Title of the Unit: Awareness Unit on Nigeria

II. Grade Level: Primary Level (Second or Third grade depending on skills taught)

III. Purpose of the Unit: The purpose of this unit is to acquaint the student with the culture, the geography, and its economy. Through this unit, the student should be able to notice some similarities and differences between Nigeria and his home state of Kentucky, thus learning valuable skills of comparison and evaluation.

IV. This unit is designed to complete within a two-week period.

V. Objectives

A. Generalizations

The student will:

1. locate on a world map the continent of Africa and country of Nigeria.
2. use correct grammar in a written letter to a local travel agency.
3. note the differences between the country of Nigeria and the state of Kentucky.
4. note the ways Kentucky is similar to the country of Nigeria.
5. name three basic needs that the people of Nigeria have.
6. orally describe the types of housing found in the country of Nigeria.
7. name two things that are grown in Nigeria.
8. name some reasons for visiting Nigeria.
9. describe some jobs that one could find in Nigeria.
10. orally describe how the people of Nigeria today are different from the people that lived there long ago.
11. discuss the dimensions of Nigeria and compare it with the size of the U.S. and then compare it to the state of Kentucky.
12. discuss aspects of the Nigerian climate.

13. orally describe what a "ground nut" means.

14. verbally speak the Yoruba words for hello and good-bye.

B. Basic Skills

The student will:

1. be able to speak in front of class with confidence.

2. use library as a learning resource for reports and needed information.

3. volunteer to participate in various activities.

4. give and defend opinions that he has formulated.

5. use proper grammar in oral and written expression.

6. listen attentively to lectures and media.

7. role play or pantomine a given situation.

8. listen carefully to instructions.

9. use new words presented throughout the unit in conversation when talking about Nigeria.

10. ask questions concerning Nigeria.

11. share materials with other classmates.

12. participate in group work by working with all the children in the group.

13. display the ability to put all materials away when he has finished using them such as art materials, maps, globes, etc...

14. discuss freely with other classmates.

C. Attitudes and Appreciation

The student will:

1. show enthusiasm concerning materials presented on Nigeria.

2. display curiousity about Nigeria.

3. approach new situations and new experiences with a positive attitude.

4. willingly complete activities presented throughout this unit.

5. place group interest over personal interest through cooperation.

6. plan and share cooperatively with others.

7. use properly and take care of materials (display materials, pictures, filmstrips) carefully.

8. respond to discussion and questions with interest and enthusiasm.

9. listen attentively when Nigeria is being discussed.

10. show awareness for the importance of Nigeria in relation to the U.S. and our lives.

11. bring to class materials which relate to Nigeria.

VI. Initiation of Unit

A. A bulletin board will be displayed introducing students to the continent of Africa and the country of Nigeria.

B. A motivational learning center will be placed in the room containing stories, games, and activities.

C. Using a world map, the class will locate the continent of Africa and the country of Nigeria. Help with pronunciation of the name.

D. Give the class a general overview of the type of work they will be doing.

E. Present to the class an empty scrapbook. Explain to them that as we discuss Nigeria it will be their duty to find pictures or any materials which apply to Africa or more to Nigeria. Come to an agreement on a title for the scrapbook.

F. An African legend, "Ant-Bear, Hyena, and the Medicine for Raising the Dead", will be read to the class. Discuss underlying meaning of story.

G. Together, the class will construct a letter to a local travel agency in Lexington asking for any materials relating to Africa (Nigeria).

H. Show slides of some points of interest in Nigeria. (These are personal collection of Grant Southworth, Fayette County School System, Meadowcreek Elementary School.)

I. Do worksheet (Stereotypes).

J. Factual and general information on Nigeria.

VII. Content and Related Activities

A. Nigeria is a country in Africa made up of different groups of people.

Concepts	Activities
	Initiating
	1. Ask the children who brought pictures relating to Africa or Nigeria. Place these in the scrapbook. You can have each child tell about his picture.
	2. Introduce the song "Let's Travel." At the end of song identify that we are going to travel to Nigeria.
	3. Using a globe, point out Africa and the country of Nigeria. Lead the class to discover the differences between U.S. and Africa; Ky. and Nigeria. Example, physical size.
	4. Introduce Yoruba greeting for "good morning."
Nigeria is a part of Africa. Part of Nigeria is on an ocean.	Developing
	1. Point out the country of Nigeria. Lead the children to discover that a part of Nigeria is on an ocean.
	2. Ask students if Kentucky is located near an ocean or is it completely surrounded by land. Point this out on a map.
There are 4 major groups of people living in Nigeria. a. Hausa b. Ibo c. Yoruba d. Fulani	3. Discuss the variety of people (races) who live in the United States. Identify that Nigeria has different groups of people residing in its country.

4. Using a map transparency of Nigeria-show areas where these "groups" live.

5. After names have been enforced, have students locate specific "groups" on map. Say, "Can you find where the tribe Hausa lives?, etc..."

6. Play "Name Game".

7. Using overhead with outline of country, and matching cutouts, have students come up and match cutouts with outline.

Concluding

1. Give each student a card with the group name printed on it. Call out names, one at a time, letting students with same name on cards form groups. Count number of groups to determine the number of the main groups of people living in Nigeria. Ask each group to try to pronounce the name to the class.

2. Have someone who has traveled to Nigeria visit the class to explain to the class what it was like.

3. Ask the children to find pictures of Nigerians to add to the class scrapbook.

4. Introduce the game Oware. (Ayo)

B. Nigeria is similar to our own state of Kentucky in some ways.

Concepts	Activities
	Initiating
	1. Add pictures that children have brought in to class scrapbook. Let the children tell about their picture(s).
	2. Review song, "Let's Travel."
	3. Have the children using some form of art media make a mural depicting the ways they think Nigeria is like Kentucky.
	4. Review Yoruba greeting for "good morning". Introduce "good bye" and "thanks".
The land and vegetation of Nigeria is similar to Kentucky.	Developing
	1. Using a map showing vegetation discuss the vegetation of Nigeria with the children.
Farming is a major occupation in Nigeria.	2. Identify some of the major crops grown in Kentucky. Discuss the climate necessary to grow these crops.
Nigeria grows many of the same agricultural crops that Kentucky does. Some of these are: corn, potatoes, and tobacco.	3. Show many pictures of different crops. Discuss whether or not these crops are grown in Nigeria.
Horses and horse racing are important to Nigeria.	4. Show a picture of a horse. Discuss why horses are important to our state.
	5. Discuss the importance of the lumber industry. What do we use lumber for?

Another way Nigeria is like Kentucky is that lumber is a major industry.

Nigeria is like Kentucky in that two natural products are coal and oil.

6. Discuss the importance of coal in Kentucky. Show pictures of coal mines in Eastern Kentucky in relation to those of Nigeria.

7. Make a list of some of the uses of coal. Discuss how Nigerians would use coal.

8. Invite a representative from Ashland Oil to class. Have a discussion concerning the importance of oil and how important the role of Nigeria is in producing oil.

Concluding

1. Add any pictures that children have brought to class to the scrapbook. Discuss.

2. Play "Yes/No" game with class.

3. Have the children write a short poem telling how Nigeria is similar to Kentucky.

4. Introduce the game, "African Checkers."

C. The people of Nigeria have the same basic needs that we have.

Concepts	Activities
	Initiating
	1. Add pictures to class scrapbook. Allow time for children to tell about their picture(s).
	2. Review song "Let's Travel."
	3. Using the flannel board with flannel names or pictures discuss with the class our daily needs.
	4. Review Yoruba greetings. Introduce some other greetings.
	Developing
Food is a basic need.	1. Divide the class into groups of three. Using any reference books and pictures ask students to find out what Nigerians would eat.
	2. Make a menu of the things that we would eat on a particular day for Breakfast, Lunch, and Dinner.
Nigeria has many different kinds of food.	3. Prepare for the children some "cream of wheat" or hot pap 'eke gbigbona. Discuss that this might be what one in Nigeria might eat for breakfast.
	4. Prepare a Nigerian dish. Recipes can be found in African Cookbook. See unit on Let's Tar our Way Through Nigeria.

Clothing is a basic need.	5. Discuss the type of clothes that we wear in Kentucky. Why do we wear these clothes? Do we wear the same type of clothes all year? etc... Do we need clothing? What kind of clothes do you expect Nigerians wear?
Many people in Nigeria wear the same type clothes we wear.	6. Play the Clothing Yes/No game.
	7. Invite some Nigerians to class. Insist that some wear traditional dress and others western dress. Let them discuss and answer any questions the class might have.
	8. On a sheet of paper create a piece of cloth that looks like one found in a book you looked at. Cover the entire paper with your design.
Shelter is a basic need.	9. Have children make a mural of the houses they think they would see in Nigeria. Put on display. Discuss the mural.
Houses and buildings in Nigeria are constructed essentially the same way houses are built in the United States.	10. Using slides of towns and cities, discuss how the buildings are like what we see in Lexington.
	11. Show slides of village life. Discuss the differences. Compare with the Indians of the Southwest.
Some of the houses in the villages are built of mud and have grass roofs.	12. Have a discussion about what the schools in Nigeria are like. Lead the children to the realization that children attend school for the same reasons we do.
	13. Show slides of classroom and school buildings. Discuss how they are like ours.

The people of Nigeria have a need for Education.

14. Divide the class into four groups and have the children role-play what they think going to school in Nigeria would be like and what they would study.

Concluding

1. Add all pictures to the class scrapbook. Let students tell about their pictures.

2. Write a poem about Nigeria. Decide whether your poem will be about food, clothing, shelter, or about the schools of Nigeria.

3. Compare poems. Students may want to use them as choral readings. They may also be used as writing assignments.

4. Introduce an African Game. Pick from the provided list.

D. The people of Nigeria who first lived there are very different from those who live there now.

Concepts	Activities
	Initiating
	1. Draw a picture of what you think the first Nigerian looked like.
	2. Add any pictures to the class scrapbook. Let the students tell about their picture)s).
	3. Read the story, "The Hyena and the Chief's Messenger."
	4. Review Yoruba greetings. Introduce any new greetings.
	5. Introduce song, "Let's Travel". Explain to class that today we will be studying more about the people of Nigeria.
The early Nigerians were mainly farmers and hunters.	Developing
	1. Show pictures of the early Nigerians. Discuss why they were mainly hunters and farmers.
The early Nigerians were divided into groups. The highest leader of many kinship groups was an Oba or king.	2. Look for pictures of Nigerians in their early type of clothing. How is it different from what we wear in the summer?
	3. Make a chart showing leaders in your class.
	4. Discuss leaders of U.S., from national to state level.

5. Have class divide into three groups. Have each group choose a leader and think of a name to call that leader.

Farming is still an important occupation in Nigeria. Today Nigerians are involved in many occupations.

6. Have each group carry out some orders, given by the Oba. Suggest things like straightening desks, cleaning out desk, etc... This may last all day.

7. Pretend that you are an adult living in Nigeria. Draw a picture of what you would want to do.

In Nigeria today there are large modern cities and small villages.

8. Show pictures of people doing different jobs. Is this job available in Nigeria? Is it done any differently there?

9. Talk about differences in children of Nigeria and Lexington. Have cards which tell things children like to do. Students draw a card and decide if it could be done in Nigeria, Lexington, or both places.

People in Nigeria live much the same as the people in Lexington, Kentucky, or any other place in the U.S. with few exceptions.

10. Divide into small groups. Using resources provided by teacher find pictures of Nigerian children. Discuss what they are doing.

11. Show slides of children in Nigeria.

Children in Nigeria go to schools much like yours.

12. Invite some Nigerian children to come and spend the day in the class. (Consult Angene Wilson, University of Kentucky for information concerning families in the Lexington area.)

13. Show slides of modern Nigeria.

14. Look at pictures of Lexington. Discuss things our city has. Using pictures of Nigeria, find these same things.

15. Think of one street in Lexington. You might want to take a field trip to downtown Lexington for this lesson. Draw a picture of it, and all things you see on that street. Discuss pictures drawn in relation to Nigeria.

16. Pretend you live in a city of Nigeria. (Present a list of some cities, such as Lagos.) Make up your own street address. Write about what you live close to.

Concluding

1. Role play situations between a new student at a school in Nigeria and the first friend that person has met. Have students tell about where they moved from.

2. Divide the class into two groups. Each group will create a wall mural of "old" Nigeria. The other group will depict "modern" Nigeria.

3. Add any pictures to the class scrapbook. Let the children discuss their pictures.

4. Introduce another African game. Pick from the provided list.

VIII. Culmination of the Unit

A. Have a Nigerian meal for lunch.

B. Review the Yoruba greetings.

C. Have children pretend they just got back from Nigeria. Role-play situations between a person returning from Nigeria and someone meeting them at the airport to take them home. Have children tell one another the places they visited, things they saw, kinds of food they ate, climate, etc...

D. Together, write an essay about Nigeria on a large chart. Have children pretend they are writing it for someone who has never heard of Nigeria.

E. Play "Match Game." Students match a card with a picture of something on it with the name of that something with another card describing that something. Include those things commonly associated with Nigeria.

F. Read some Nigeria or African poetry to the class. Discuss the subject of each poem.

G. Have each child write a letter to a make-believe Nigerian friend, telling him about some of the things they enjoyed studying about Nigeria.

H. Have an African (Nigerian) day. The children will try to dress as Nigerians dress. Have all things about Nigeria on display. Play African music. Invite other classrooms to visit the class. Children may want to demonstrate to other classes the African games they have learned.

IX. Evaluation

A. Student participation and willingness to learn about the country of Nigeria will be considered in the final evaluation.

B. Daily activities will be one source of evaluation.

C. An oral review will be given concerning concepts taught.

X. Bibliography

Akinola, Joshua A. Nigeran Teaching Resource Units for use in American Elementary and Secondary Schools. Michigan State University, East Lansing, Michigan. July 1978.

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UNIT: Resources for Teachers and Parents

of

Children 5-8 Years

Doris Brown

RESOURCES FOR TEACHERS AND PARENTS

of

CHILDREN 5-8 YEARS

OBJECTIVE: To motivate parents and teachers to become more involved in the educational process of the child whether it is concerning Kentucky culture or Nigerian culture. This resource notebook and learning kit is designed to inspire parents to seek further knowledge concerning the current crisis and events of other countries which may or may not affect Americans, Kentuckians or Lexingtonians. If a child can become excited about learning, the excitement and enthusiasm can influence the parents involvement in their education.

MATERIALS: Slides, poems, fiction, folklore, book lists, tapes, recipes and instruments and games are included in this module.

I. TITLE: Resources for Teachers and Parents of Children 5-8 Years

II. PURPOSE: To make children aware of the similarities and differences between Kentucky and Nigerian culture and to master skills of comparison and evaluation.

III. OBJECTIVES:

A. General Skills

1. To recognize subjects used in Nigerian stories and poems.
2. To note similarities of subjects in stories and poems.
3. To note the similarities and differences of children's games.
4. To name basic needs of Nigerian people.
5. To name some of the basic foods of Nigeria and relate them to Kentucky food.
6. To name reasons for visiting Nigeria.
7. To describe uses of the kola nut.
8. To speak some Yoruba words.
9. To learn the Nigerian National Anthem.
10. To organize a Nigerian game festival.

B. Specific Skills

1. To read a simple Nigerian alphabet book and illustrate it.
2. To use Yoruba words and compose simple verse.
3. To read Yoruba words and read simple verse.
4. To share and explain Nigerian games with parents and peers.
5. To pantomine and role play given situations.
6. To be able to locate Nigeria on a world and African map.
7. To memorize at least one Yoruba poem.

C. Attitudes and Appreciation

1. Showing enthusiasm and curiosity toward learning about Nigerian culture.

2. Showing appreciation for cultures other than their own.

3. Having positive attitudes toward new situations and experiences.

4. Listening attentively and participating eagerly in discussions of Nigeria.

5. Sharing with the class information and materials on Nigeria obtained at home or elsewhere.

6. Participating in a Nigerian game festival.

IV. Initiating a Nigerian Study

A. Display Nigerian articles and artifacts.

1. Ayo board (Aware)
2. Gourd rattle
3. File box of games
4. Blank maps

B. Make a bulletin board with Nigeria as the subject.

C. Let students make book covers. Explain that as we talk about this country they will be expected to make pictures, collect pictures and information on Nigeria and Africa and keep them in their books.

D. Listen to taped stories from Nigerian books.

E. Show slides of children at play and Nigerian home life.

(Slides and tapes are the personal collection of Doris Brown, Fayette County Public Schools, Booker T. Washington School.)

V. Implementing a Nigerian Study

Language development and the use of communicative skills continues from birth to death. The child has language when he comes to school but he needs help in becoming a better listener, a better language receiver, and an effective communicator.

Learning to understand new words and their meanings, learning to discriminate, and the awareness of language structure are necessary as preparations for reading and writing and also during the process of learning to read, write and communicate.

This learning unit is designed to facilitate language development with four specific language skills: listening for a purpose, vocabulary building, writing and creative dramatics.

A. Listening for a purpose.

Children need a reason for listening. They do not always know what to listen for or how to listen. This is why we emphasize listening as a language skill which requires development.

1. Materials
   Cassette - "Poetry for Africa" by Ann Berry and other stories from the resource section.

2. Objective
   To follow oral instructions

3. Activities
   a. After reading a poem to the students or hearing a taped poem each student will demonstrate an ability to understand simple instructions by drawing a picture showing two things the teacher asks them to draw from the poem.
   b. The students will be able to draw pictures showing the main idea or subject of a poem or story.
   c. Older students (8 yrs.) will be able to create their own stories and relate them orally to the class.
   d. After exhibiting several types of African musical instruments and allowing the students to manipulate and study them they will be able to demonstrate an ability to name the instrument and describe it.
   e. After learning several Nigerian games and their names the students will be able to give directions to others for successfully playing the game.

4. Assessment
   Read and Illustrate the Nigerian - American Alphabet Book

B. Vocabulary building

To broaden or expand the student's vocabulary they must be provided with various opportunities for new and interesting experiences.

It is very important that young language learners, or learners of any age, undergo vivid and real experiences in order to build up an adequate vocabulary to effectively communicate in their environment.

1. Materials

   Maps of Nigeria, Africa and the world; badges of rank of the Nigerian Armed Forces, slides of Nigerian children and home life. Pictures of various foods, vehicles, animals, facial expressions, lists of Yoruba words and greetings, and the Nigerian National Anthem.

2. Objective

   The child will know some Nigerian vocabulary along with the meanings and also their native vocabulary will be expanded.

3. Activities

   a. Given a number of objects and pictures to see, hear, feel and listen to, the students will demonstrate a knowledge of words associated with these objects by naming, describing and giving the use of the objects.

   b. After adequate time has been given for students to interact with objects, they will demonstrate their knowledge of words and their meanings by responding to questions asked by the teacher. (Where is Nigeria located? On what continent is it located? Describe a Nigerian lieutenant's badge. Name some foods of Nigeria.)

   c. Given some pages with letters of the alphabet in one corner with a simple sentence to go with the letter, have students illustrate that page for their own Nigerian alphabet book.

   d. Pass out art materials. Have the students demonstrate their knowledge of words and meanings by drawing, labeling, and constructing objects of their choice pertaining to Nigeria.

   e. Have the students identify or role play the function of the objects created in #4.

   f. Given objects such as books, poems and games, the children will demonstrate what they know about words and their meanings such as: suwe, fufu, ayo, cassava, akare, ogu, Yoruba and others.

4. Assessment

   They will demonstrate their knowledge of vocabulary words and their meanings by naming and defining Yoruba words of greeting, Nigerian games, names and family names.

*g. After listening to the taped story of "Jasper and the Crocodile" the students can discuss the meanings of the words such as happy, afraid, gay, mean, wise and greedy.

*h. After listening to the poem "To mother, With Love" students can discuss meanings of words such as love, wholesome, barricade, buttered love and saintly.

*Note: Activities g and h can be used as additional learning experiences or as assessment experiences.

C. Writing

Children need many opportunities to write through practicing the formation of letters and words, creative writing, letter discrimination.

1. Materials

Manuscript paper, newsprint, art paper, crayons, pencils, chalk, chalk board, sandpaper, and Yoruba symbols.

2. Objective

The children will learn to form the lower case letters and capitals, write words, and later to create simple stories and verse. Older children will write stories of several lines and sentences and at least four--line verses. Younger students will compose two or three line stories and two-line jingles.

3. Activities (younger students)

a. Have students make circles - large and small - on the chalkboard. Expand this same activity on pieces of newsprint.

b. Repeat the same type activity for making straight lines - short and long - and slanting lines, also half circles.

c. On newsprint draw large circles and half circles. Allow the students to trace these designs with large crayons following a demonstration by the teacher.

d. Demonstrate the awareness of half circles by curving the bodies to form a half circle after the teacher has demonstrated the same.

e. Have the students demonstrate their knowledge of straight lines by standing tall, drawing lines on chalkboard, laying long and short strips of paper in a straight line side by side on the desk or table.

*Design own activities to meet individual needs of students.

f. The teacher will demonstrate putting lines and circles together to form letters: ol = d; og = g; ol = d; lo = b; l^{o} = p; lj = q.

The students will follow the example of the teacher.

g. Have the students trace the letters a, b, c, d, g, p, q, l, and o.

h. Have students choose a partner and form these same letters on the floor.

i. Trace sandpaper and felt letters with fingers.

j. Follow these same procedures in forming the remaining letters of the alphabet.

4. Assessment

On art or manuscript paper have each student demonstrate the ability to form letters after demonstration by the teacher.

5. Activities

a. Have each student relate a word to the teacher that he/she wants to learn to write. The teacher demonstrates by writing that word on the board. The student copies the word.

b. The teacher writes the word on a card. The student copies the word on his/her own word card and places in file for future reference.

c. After several words have been filed including hi-frequency words such as is, it, are, a, to, go, etc., the students can begin to write simple stories (or sentences).

d. Write simple sentences about Nigerian games, children, foods, and home life.

e. Advance to jingles and poems after attempting to do the same orally.

6. Assessment

Students show their ability for writing simple sentences about Nigerian children.

7. Activities (older children)

a. Listen to stories of African background. Ask students to write sentences telling the main idea of the story.

b. Listen to poems. Have the students write the moral, or lesson taught in the poem.

c. Have the students write about the funny part of the poem.

d. Have the student compose or create their own story which teaches a lesson or demonstrates a moral.

e. Have the students make up their own jingles or four-line verses concerning a particular animal or subject of their choosing.

8. Assessment

The students will be able to successfully do activity #d after a demonstration by the teacher.

D. Creative Dramatics

Just as we get bogged down with habitual tasks and day-to-day problems, children become exasperated also. Creative dramatics is a wonderful and exciting way to escape this exasperation and enter into a different world for a period of time. Through creative dramatics the students can be guided into using their imagination, which can be self-stiulating, as a method of enriching the student's language development. This is another way of entering and living in the Land of Make-Believe.

1. Materials

Have on hand copies of stories, poems, folktales, and also the stories the students created themselves. Also have on hand old clothes, miscellaneous props and art supplies. Ann Berry's Poems for Africa have several poems that can be dramatized. (cassette)

2. Objective

Students will be able to leave the world of daily activities and enter into a world of new and enjoyable experiences through creative dramatics and role playing.

3. Activities

a. Use the song, "Here We Go 'Round the Mulberry Bush" and substitute cassava patch or palm tree for mulberry bush. Students can act out each verse.

b. Children may pair off and play "Follow the Leader" (in their pair formation). To express themselves creatively the students should face their partners and take turns being a "mirror" to the actions of their partners.

c. Listen to the poem "The Fulani Cattle." The students can pretend to be the cattle.

d. The girls can act the poem "Lullaby."

e. Students can pretend to be Nigerians by wrapping or draping large size clothing on their bodies. After which they can dramatize the "Kola nut greeting", "Suwe", "Ayo" and other Nigerian games. (File box)

f. After the teacher reads a Nigerian folktale the children may discuss a character's action and how that action can be expressed creatively in shadow plays (hands and arms) on a sheet, wall or screen lighted from behind.

g. In Ann Berry's Poems for Africa, "The Merry Mice", "Dirty Jim", "Getting Up", "The Centipede", "Johnny Head-in-Air", are excellent poems for motivating creative dramatics.

h. After hearing a story or folktale, students can make up a new ending for the story, then act it out to express themselves creatively.

i. Students can pick a favorite custome of Nigeria, share it with another class at a party as a way of expressing their new concept.

4. Assessment

Students will demonstrate their ability to create their own folktale, make simple costumes and scenery, and act out the story. Or they will act out successfully a story not heard before.

VI. Culminating Activity

A. Dramatization of an original story.

B. The students can demonstrate their ability to organize a Nigerian music and game festival. They can share and demonstrate various Nigerian games, musical instruments and prepare refreshments using ground nuts, plantains, yams, and kola.

This can be shared with a class that has not studied Africa or Nigeria.

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Modern Woman Magazine, Nigeria. July, 1972.

UNIT: "Let's Eat Our Way Through Nigeria"

Frankie Daniel

"Let's Eat Our Way Through Nigeria"

(a potpourri of activities designed to acquaint the student with some of the foods, food habits, and products of Nigeria.)

I.

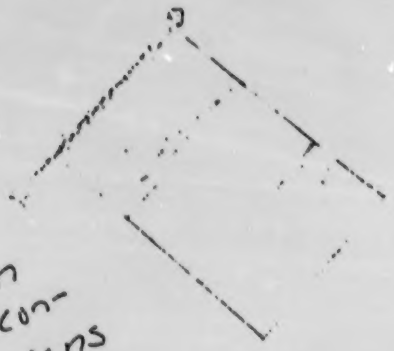
1. Title and information page
2. "Rural Nigeria" - page of information to be read and discussed in class
3. States and ethnic groups - to be used as reference throughout project
4. Staple foods in the Nigerian diet - map exercise
5. "Around the Clock"
6. "Would You Like to Try a Kola Nut?" - information sheet
7. "Let's Go to the Market..." - sample lesson for the classroom
8. Chants heard in the market, continuation of p. 7
9. and 10. Cook's Corner - Seven recipes for home or class
11. Cloth and Dyeing - Indigo dyeing
12. Art Project: Tie Dyeing in the Classroom
13. Cocoa - Class lesson
14. Pretest for Cocoa

    copy of "The Cocoa Farmer"
15. Crossword Puzzle
16. Word Game
17. Word Find
18. Quiz
19. Answers to puzzles and games

II. Picture Packet and list of contents

Frankie Daniel

Let's Eat our Way through Nigeria



Pack your suitcase and get your tastebuds ready — for we're off for Nigeria, the largest country in population on the continent of Africa. English will be spoken by most Nigerians since the British controlled Nigeria for 99 years. But Nigerians have 250 or more languages spoken in their country and the food, clothing, shelter and living conditions depend upon the location and the particular ethnic group to which one belongs.

- What will you eat when you visit Nigeria?
- How often do Nigerians eat their meals?
- Will the food be similar to yours at home?

Among the Yorubas ... a large group of Western Nigeria, cooking is done on a hearth consisting of 3 stones or lumps of clay on which a pot may be set over a wood fire.

Don't bother to pack a pepper shaker and pepper in your luggage for Nigerians like their food HOT! They spice their dishes with red and green peppers. Cooking is not a quick chore in Nigeria — preparation takes time and meal times are not at definite hours.

Bananas, plantains, yams, maize, cassava, groundnuts --- these are the main starchy foods now used in cooking .... prepared in a variety of forms to accompany hot stews, soups, and sauces.

Spices are used to flavor the meat and fish available in Nigeria..

The following is taken from Nigeria by Ernest Dunbar:

Eighty percent of Nigerians make their living farming the land, usually on small plots owned by one family. Enough is grown on each plot to feed the family, and whatever acreage that can be spared is turned over to the growing of crops that can be marketed for cash.

This particular farm is in the Ibo village of Ogbu---farming practices differ in Nigeria but this description will illustrate the "tenor of life" in rural Nigeria. Unlike the farmer in the U.S., farmers do not actually live on the land they are working, but come to it from their homes in the village.

The day of the Ogbu farmer begins early. When the first cock crows at five a.m., the mother arises, tidies up the family compound, and prepares the food to be taken to the farm for the day's work. Her husband rises with her. While she is busy in the kitchen, he may climb a palm tree and tap it with a knife, then leave a gourd to collect the palm fluid that will later be made into wine. After the wine has been properly fermented, it will be drunk by members of the family or sold for cash.

Meanwhile, the boys and girls of the family begin to stir around the dwelling, doing chores assigned to them such as sweeping up, feeding the few sheep or goats that wander about the place, or going to the well or a nearby stream to fetch water. Boys may be sent into the bush to obtain leaves to feed the goats tethered inside the compound. Girls help their mother to prepare the food and clean the kitchen, a small building at the rear of the house. (Some of the children will go to school.)

At about seven a.m. the entire family sets off for the farm, carrying hoes, knives, and other farm tools, along with food, water, and sometimes bags of seed. The man usually occupies himself with the heavier work such as clearing land for cultivation, burning off scrub brush to prepare a field for planting, or tending the yams, which are the major food crop in eastern Nigeria. The woman plants the seed or cultivates the vegetables and fruits--okra, maize, tomatoes, cassava, breadfruit--helped by her children and relatives. The vegetables are planted in between the rows of yams and every inch of land that can be cultivated is used. Though the woman grows vegetables for the family's meals, she usually manages to raise a surplus to be sold for cash to buy products the family cannot grow.

At about 10 a.m. the family stops work to take its first meal of the day, and then continues working until about one p.m. when the tropical African sun reaches its peak intensity. The family then returns home to wash up and relax. Around four in the afternoon, everyone eats "lunch." During the late afternoon, the children may revisit the farm to carry more seed; the wife may accompany them to do more planting.

Around seven thirty in the evening, the family takes its last--and biggest--meal of the day; meat or fish mixed with vegetables and yams. As the evening wears on, there are few people on the streets of the village, and as in many rural settlements, no electric lights. By nine p.m. most people have gone to bed.

p. 57-60: Agricultural and Industrial Resources of the above book.

*Read and discuss in class together....

Ethnic groups ---

Nigeria's largest ethnic groups are the Hausa in the north, the Yoruba in the southwest and the Ibo in the southeast. All of these areas include smaller groups. The northern Fulani are nomadic cattlemen and "well-versed" in Islam.

Many peoples . . . One nation.

Nigeria States

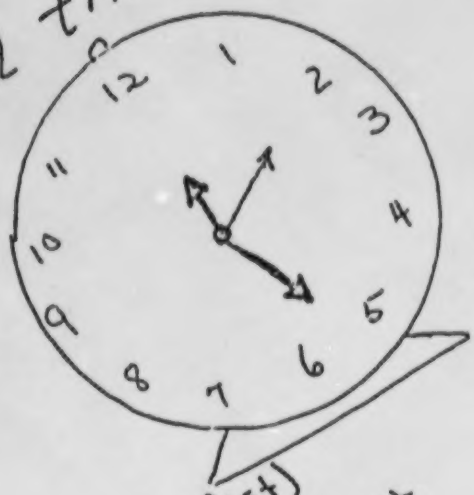
Staple Foods in the Nigerian Diet

The staple foods are meat and fish cooked with highly flavored vegetables and spices. They are accompanied by a starchy root or grain.

1. yams
2. groundnuts
3. Cassava
4. fish
5. rice
6. guinea corn and millet
7. okra
8. bananas or plantain
9. palm nuts

Draw in the foods where you see the numbers.

Around the Clock



Many Nigerians eat 3 times a day.....

In between some may eat
- groundnuts (peanuts)
- fruits (bananas & plantains)

These are not counted as main foods. The three principal meals are in the morning, afternoon, and night.

"Onje aro" (breakfast) a.m. 6-10
Bread, crackers
Oatmeal, eggs
Akara (bean cake of blackeyed peas)
something hot and light "wake up the body system for the day's activities"

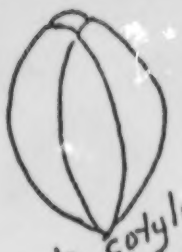
"Onje osan" (lunch) anytime noon to 3 p.m.
Cereal type foods
Vegetable soups or stews
Meat
Only children eat much in the way of sweets
Fruits are served often

"Onje ale" - (Supper) anytime after 8 p.m.
same type of meal as lunch
"Palm-oil chop" - chicken or beef fried in oil, pepper-spiced, served with rice, onions, vegetables

Some 'Yoruba' names for foods are:

- 'Gari' - Cassava cereal
- 'Elubo lafun' - Cassava flour
- 'Elubo isu - Yam flour
- 'Fufu' - Cassava flour
- 'Ogi' - Maize flour
- 'Ewa' - Beans
- 'Asaro' - Yam porridge
- Millet porridge - Millet is a small grain which looks like oats

Would You Like to try a KOLA NUT?



Multiple cotyledon Kola Nut
• Oji Igbo"
The most highly prized Kola nut has four cotyledons and is considered a good omen when broken at a wedding.

WOULD YOU LIKE TO TRY A KOLA NUT?
Deep trays in the Nigerian markets hold these reddish nuts which may be bought by the cupful. The KOLA NUT is widely consumed in many parts of West Africa, particularly in the drier regions of the north where the drinking water is scarce, to quench thirst. The pulp is removed from the mouth when the juice is gone.

KOLA NUTS have a high caffeine content--can you guess why truck drivers traveling long distances or night watchmen might chew kola nuts in large quantities? The taste is bitter and juicy; the nuts are habit-forming and they tend to discolor the teeth.

In tradtional african society friendship is an important value. The breaking of the kola nut and sharing it with someone is regarded as a token of friendship. The kola nut is kept in every Ibo home and it is the first thing that is offered to a visitor to an Ibo home as a mark of hospitality. Ibos say that anybody who breaks the kola nut with you will never engage in any unfriendly act against you.

Nigerians are very sociable and have frequent celebrations. A successful harvest, a birth or a wedding, a religious festival, the installation of a new chief, a traditional or political gathering---all these and many more are occasions when the kola nut is presented, broken and shared in common.

HOW DOES THE KOLA NUT GROW? The nut grows in West Aftica in the forest belt where the annual rainfall is over 50 inches on a tree which grows about 10 to 15 feet high. It takes about 8 to 10 years to bear the first crop. The pods with the nut grow in clusters at the end of the brances. Each cluster of pods weighs up to 20 pounds.

WHICH KOLA NUTS ARE THE MOST VALUED? Kola nuts may be red, pink, white or whitish-green. The lighter nuts are more highly prized with the white nuts being twice as valuable as the dark red kola nuts. Nuts with 3 or 4 cotyledons are prized over the ones with one or two cotyledons (dicotyledons (2) or monocotyledon (1)).

A Wedding in Iboland.....

"When the time comes to bless the marriage, the oldest man in the crowd seats the bride and bridegroom in the center of the crowd. He calls for the collection of white kola nuts, picks one, blesses the marriage. After his speech the congregation usually says Amen and the ceremony ends."

Picture Packet

NOTE: The following collection of over 78 pictures has been taken from the Nigeria Handbook, 1975-76, published by the Federal Ministry of Information, Lagos.

I. Introduction
1. Young Nigerians
2. Nigerian population picture

II. Government and Military
3. Former President Muhammed
4. Model of Federal Secretariat in Lagos
5. Air Force and Army
6. Navy gunboats
7. ECOWAS

III. Architecture and Scenes of Nigeria as a whole
8. Apapa ports
9. Independence Building, Lagos
10. Typical northern architecture
11. View of Lagos; Argungun fishing festival
12. Lagos Marina; Zoo
13. Hotels in Enugu and Kaduna
14. Ibadan; Hotel in Lagos
15. Lagos Lagoon; Oshun Shrine
16. Kwa Falls; Yankari Game Reserve
17. Kano (old city) air view; City Hall (modern) in Lagos
18. Cathedral (Christian) Lagos; Moslem mosque in Kano

IV. Education
19. School Girls at play
20. Policewoman helping school girl
21. UPE teachers-in-training; Primary school class scene
22. School library; NYC members at work
23. Ibadan; University undergraduates
24. Laboratory in Lagos School; Adult education
25. UPE teachers
26. Prisoner carpentry class
27. School clinic; Surgeons at work
28. Class for nursing mothers; Dental trainees

V. Agriculture
29. Cotton picking
30. Ground nut pyramids; Palm produce
31 Cocoa tree and pods
32. Outdated map of Nigeria with 12 states
33. Rubber tapping
34. Mechanized farming; Yam storage system
35. Modern piggery in Kano
36. Cattle on Mambilla Plateau

VI. Industry and Research
37. Assembly line; Volkswagon factory in Lagos
38. Central Bank; Ceramic factory products
39. Pharmaceutical laboratory, Benin City; Kano carpet factory
40. Products of Research; Industrial research lab
41. Kaduna textile factory; Mechanized production of gari
42. Match factory in Ilorin; Cement factory, Enugu.
43. Boatyard in Lagos; Meat canning factory
44. Road construction; Coal mining, Enugu

SAMPLE LESSON FOR MARKET IN NIGERIA

Objective: To familiarize students with the market scene in Nigeria.
To introduce the variety of goods sold in the market.
To involve students in role playing.

Materials needed: trays, baskets, enamel pans, cigarette tins
head ties for women (opt.)

Picture Packet: #55, 56, 57
Show picture, p. 35, Let's Travel in Nigeria and Ghana

Terms: kola nuts, groundnuts, yams, okra, fish, beans, spinach, hot peppers, palm oil, gari, fried yam, millet, plantain, sorghum, mangoes

Day 1: Introduce the activity explaining the material entitled "Read for Information." Each student should be assigned one particular item to sell during the next class. Research time to study this item and to become familiar with it should be given. Suggested items are listed above under "Terms."
In addition the discussion should include money and bargaining.

Day 2: Set up market; move desks away to allow students to sit on the floor. Some groups may want to fix a stall.
Assign two-thirds of the class to be sellers and sit around casually. One-third of the class should be buyers.
Provide trays, mats, baskets, cigarette tins for measuring.
Remind class of chants or sounds to be heard in the market. Several students might be performers.
Allow buyers to mingle among sellers to bargain, ask about products, and to visit. Encourage a leisurely atmosphere.

Read for Information:

The market place in Nigeria serves a variety of functions. It is the heart of internal trade in Nigeria and markets vary from small rural ones to very large---up to 10,000 sellers.

A Nigerian village can expect to have a market on a cycle of every 4 to 7 days. Local markets are primarily run by women and the occasion is one of fellowship, gaiety, and gossip while earning the small sum that is the profit of the effort. Each woman might sell only one item--wooden bowls, peppers, fish, etc. The pace is slow; haggling and dawdling are expected.

In contrast to the small rural market, larger cities have big, colorful markets daily. On a good day in Kano fifty thousand people from all parts of Africa flock there. Deep baskets and shallow trays hold kola nuts, ground nuts, yams, okra, fish, beans, and green vegetables. The mosque and 800-year-old Emir's Palace rise above the traders and artisans. Buyers can expect to find goods from all over the world. Street performers abound (tips are expected) and a whole range of ready cooked snacks may be purchased on the streets of this and town markets.

One stall may offer fried ears of corn. Other stalls offer meat kabobs, egg sanwiches, roasted peanuts, or fried plantains along with sugar cane and bean cakes.

The cigarette tin is the unit for measuring dried ingredients in the market as well as in cooking.

CHANTS heard in the market.....(from Iyabo)

GARI- "Buy well-fried and crisp gari. Not only does it look like olowoyo (a very finely ground cassava flour), but it compares favorably with both in quality and taste. Buy, buy, buy my well-fried gari."

PALM OIL- "Here comes the palm oil seller. Palm oil by the bottle. Pure rich palm oil. Bottles filled to full capacity. Here comes the palm oil seller."

KEROSENE- "Kerosene, kerosene, kerosene. Buy kerosene by the bottle. Penny, three pence. Penny, three pence. Fill bottles of kerosene."

FRIED YAM- "Fried yam is ready. Delicious fried yam is ready. Come one, come all. Eat delicious fried yam."

Cook's Corner

Groundnut Stew

You may wish to try some of these Nigerian recipes in your classroom or in your kitchen at home.

1 large tomato
1 large potato
1 medium onion
2 c. water
1 beef bouillon cube
1 tsp. salt
1 c. shelled, unsalted, roasted peanuts OR
½ c. peanut butter
½ c. milk
2 Tb. rice

Peel potato and onion. Dice potato, tomato, and onion into small pieces. Place in saucepan 2 c. water, bouillon cube and salt. Boil mixture gently with lid on for 30 min. Chop peanuts. Put nuts in bowl and combine with milk OR mix peanut butter with milk. Add peanut mixture and rice to potato, tomato, onion, and water. Mix well with spoon. Simmer over low heat 30 min. or more.

'Dodo'

Peel a ripe plantain (1½ or 2 for an adult) and cut it into diagonal slices. Fry in shallow fat using either hopi (but not blacked) palm oil for a rich red color or groundnut oil for its taste. Groundnut oil is the chosen oil for Dodo which is to be tossed in egg and sauces.

To make this especially nice, the plantain, after being fried, is gently pressed and soaked in beaten salted egg. This is again dipped in the hot oil for a minute or so to cook the egg and give it a pleasing and delicious look. To make it still more delicious the pieces of Dodo are then heavily tossed in a rich tomato and crayfish (prawns) sauce.

Dodo can be served as an item in several different types of dishes at breakfast, lunch, or supper or dinner.

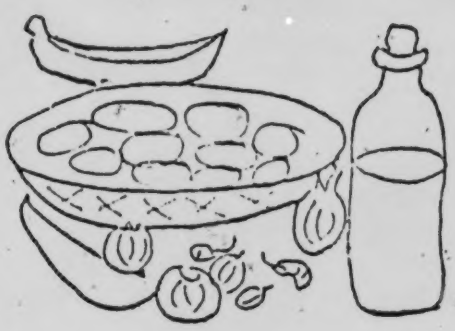
'Akara'

1½ c. of beans (black-eyed peas)
¼ Tb. ground hot pepper
1 small onion
½ c. palm oil (or other oil)
2 eggs

Soak beans for about 10 to 20 min, remove skin and grind or mince into a smooth paste. Turn ground beans into a bowl and add salt, ground hot pepper, and finely chopped onion. Add a little water and mix light. Add the beaten eggs. Heat oil. Shape the mixture into balls and fry until golden brown. Serve hot. Serves 4 people.

Cook's Corner

Jollof Rice



1½ c. rice
1 c. peanut oil or cooking oil
1 lb. meat or chicken
6 medium size fresh tomatoes
3 medium size onions
2 large red peppers

Cut the chicken or meat into pieces and after seasoning, leave bowl of chicken covered for 15 minutes. Cook until tender and fry slightly for a few minutes. Slice one onion and two tomatoes. Grind or mince remaining two onions, four tomatoes, and two large red peppers. Use the oil left after frying chicken to fry the ground ingredients. Add some sliced tomatoes and onions. Wash and sieve the rice. When the ingredients are cooked, boil the rice and add the stock a little at a time, stirring continuously. The rice will absorb the stock. Cook until nearly soft, then add the remaining sliced onions and tomatoes and reduce the temperature. Steam until rice is cooked. Serve hot with hard boiled eggs and boiled spinach. Serves 4.

Eba

1 lb. gari (1 c. farina or cream of whoat)

Boil two pints of water in a pot. Sprinkle the gari on the water and cover pot for five minutes to allow gari to absorb water. Turn the mixture with a wooden spoon to a smooth consistency. Collect and put in bowl ready to serve. If farina or cream of wheat is used add a little mashed potatoe to make smooth consistency. Serves 4.

Ila (Okro, okra)

15 pods of ila (okra)
1 lb. meat (beef, chicken, lamb or goat
1 tsp. of iru (optional or your favorite herb
1 Tb. oil
2 large peppers
1 c. dried shrimps (grind)

Wash ila thoroughly. Grate or chop okra into fine pieces. Cut meat into small pieces, wash and add salt to taste. Put in a little water and cook meat until tender. Add more water to the meat and add the chopped or grated okra, bring to a boil for 5 minutes, add the ground pepper, iru, and oil. Add dried ground shrimps, reduce temperature and cook for another 5 min. Serve warm with eba for lunch or with eko for dinner.

Pounded yam

1½ lb. yam

Peel off the back of yam. Cut into pieces, put in pot, add pint of water. Boil until yam is soft. Put yam in bowl, mash to stiff consitency. Collect and mold into balls. Serve hot with ila or efo soup.

Cotton

CLOTH

DYEING

Nigeria---a country of old and new---reflects this especially in its textile industry. There are modern, efficient textile factories producing fabrics while at the same time the ages-old weaving and dyeing of fabrics continue.

The cotton used in many of the fabrics is grown mostly in Zaria, southern Katsina and the eastern Sokoto areas. Cotton is the second most important export crop of northern Nigeria.

See PICTURE PACKET #29 - "Cotton picking"
#41 - "Textile factory"

INDIGO

Fabric dyed in the Kano indigo dye pits is highly renowned and the process has remained unchanged for more than a thousand years although scientists have developed techniques for duplicating indigo dye in laboratories. Kano workers still retain their methods.

Kano Dye Pits ---

"There is no blue like Nigerian blue. This was common knowledge centuries ago, when desert caravans were bringing bolts of cloth from the Mediterranean shores to be dyed in the Kano indigo pits. Why blue? It is beautiful---and it cuts down the glare of the desert sun.

Made from the fermented leaves of the indigo plant, which grows wild in the area, the dye is poured into ten-foot-deep pits in the Kano market place. All day, workers dip cloth into the dye until it acquires the desired hue. After the cloth dries, it is taken into a nearby hut where men spread it on a log and beat it with heavy wooden mallets coated with butter and glue. Gradually the cloth takes on the gorgeous sheen that so distinctly marks it a Kano product." (Let's Travel in Nigeria and Ghana, Kittler, A Travel Press Book, p. 21.)

For picture of dye pits see p. 20 of Let's Travel in Nigeria and Ghana

Decorating the cloth:

Fabrics are woven on many different types of looms. The Yoruba and other groups sometimes make a fabric with a deep plush effect. Others make designs by sewing small pieces of fabric to the cloth: applique. Cloth from many areas had the pattern woven in; others painted or stamped patterns onto the fabric.

Yoruba and other groups used various "resist" methods to obtain patterns. They would prevent the dye from taking in certain planned areas by applying wax or other materials. After dyeing the wax was removed and these areas remained the original color.

You will have the opportunity to try the method used among the peoples of the Baulé group and also in the Cameroons and Nigeria. This is type of tie-dyeing--- the fabric is folded and tied around seeds, stones, or sticks before being dyed, usually with indigo. Watch the interesting pattern which is created!

See next page for method suitable for home or classroom

* Art Project

50

Tie-Dye Fabrics ... the clothespin-way!

Materials:
piece of white fabric about 8 inches square
Dowel 6in. long, 1 in. diameter OR wooden handle OR straight clothespin
Strong blue vegetable dye (food coloring)
Q-tips (optional) String or rubber bands

Lay fabric over clothespin or stick. Tie a string around top. Adjust gathers in Fabric so that they are fairly even with no big folds. Take another piece of string or rubber band and tie below several times.

Place dye in small bowl. Dip and dab tied pieces so that the exposed areas are colored. Leave the tip white. Dabbing with a Q-tip eliminates drips. Press out excess dye with a rage and allow to dry.

When dry, dut off string and open up fabric to discover what design you have created! Press flat.

The way you fold the fabric and tie the string and where you put the color creates the pattern. Try tying again and see if you dreate a different design.

Note: rubber bands are useful especially with very young children who are not adept in tying knots. Remember to tie tightly!

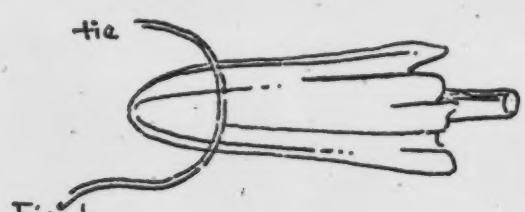


Fig. 1.

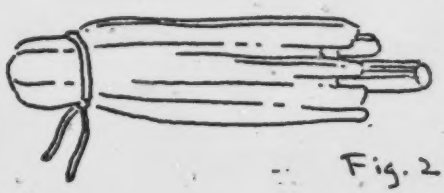


Fig. 2

Fig. 3

Note: At Easter.... try this activity on oval-shaped cloth pieces (old sheets). Use several pastel colors on each stick --- open up, press, and mount each "tie-dyed" egg on construction paper! Striking wall display.

Class Session on COCOA - one of Nigeria's three major agricultural products and a major export of the country.

Supplies: copies of the pre-test
chocolate candy

Plan: Read in advance the information on "The Cocoa Farmer"
Pass out to each student chocolate candy--i.e., candy covered chocolate M and M's.
Discuss possible origins of the chocolate in the candy
Discuss other uses of chocolate
Give pre-test, not for a grade
After test is completed have students compare answers and then have a discussion using the information on the "Cocoa Farmer" as a guide.

Note: Allow children to use any resource material they wish to complete the pre-test in the allotted time (15 min?)

ANSWERS TO PRETEST:

1. Ghana, Nigeria
2. hot
3. F
   T
   F
   T
   T
4. lemon-shaped, 6 to 9 inches
5. 30 to 40
6. 4 years
7. 15 years at peak
8. Fermenting and drying insures flavor
9. Discuss if this is so--and why or why not depending on market, pests, etc.
10. taken out.....added to

COCOA CHOCOLATE COCOA CHOCOLATE

1. The two leading countries in the world in the production of cocoa are _____ and _____.

2. The cocoa tree grows well in a (cold, hot) climate. (Circle word)

3. True or False:

   _____ The cocoa tree shelters other trees and has small leaves.

   _____ The cocoa tree has the size and appearance of an apple tree.

   _____ Cocoa trees do not need to be pruned.

   _____ Tiny, waxy white or yellow flowers spring in great numbers from little lumps on the trunk. These form furits.

   _____ A full grown tree does not often ripen more than two or three dozen pods each year.

4. The pods are _____ shaped and _____ to inches long.

5. Guess how many white-skinned seeds or beans (all covered with a juicy pulp) are inside the thick outer skin of the pod. _____ _____

6. It takes _____ years before the first crop is gathered from a new plantation.

7. The crop reaches its peak when the tree is about _____ years old.

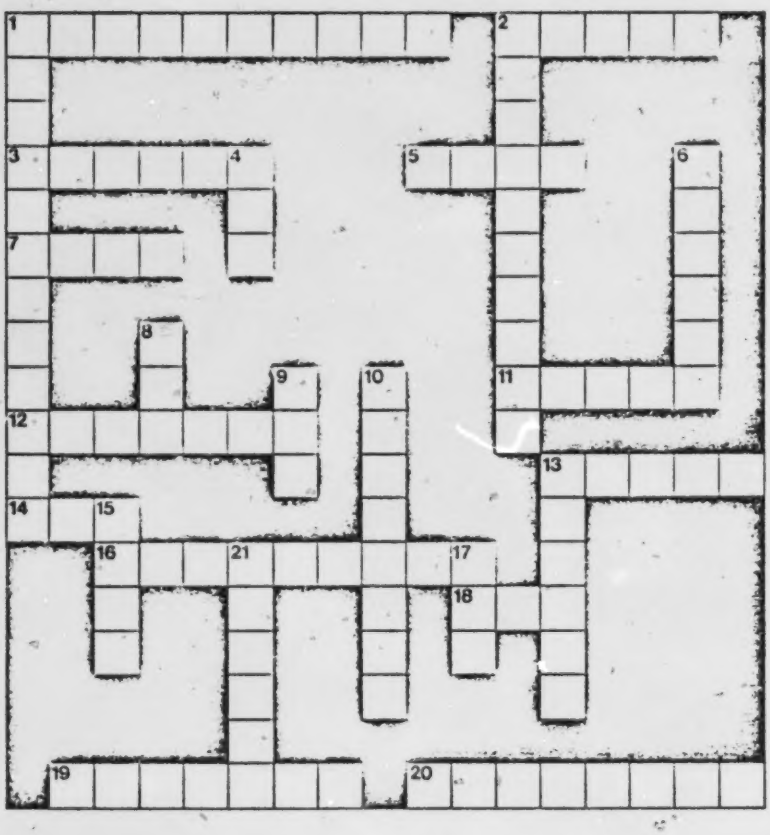
8. Why are beans allowed to ferment and spread on huge trays in the sun?

9. Why do you think cocoa farmers find it a lucrative effort?

10. Fill in the blanks:

    In preparing the brown cocoa powder used in making the cocoa you drink, most of the fat (cocoa butter) is _____ _____ of the crushed beans. In making eating chocolates, cocoa butter is _____ _____ the roasted and crushed beans.

Try Your Luck - Crossword Puzzle!



Across:

1. Nuts harvested, bagged, and stacked in pyramids.
2. Important river in Nigeria.
3. Nomadic group of people.
5. Fried slices of plantain.
7. Yam, plantain, or cassava pounded to a puree.
11. Bean exported from Nigeria used to make chocolate.
12. Most populous country in Africa.
13. Another name for corn.
14. Game played with shells or beans.
16. Bitter-tasting nut used on ceremonial occasions.
18. Important export in demand world-wide for energy.
20. Beverage from palm kernels.
19. Starchy, edible root

Down:

1. Body of water beyond coast of Nigeria.
2. Sum paid by groom to family of future wife.
4. Group of Eastern Nigeria; once citizens of Nigeria.
6. Ethnic group of Western Nigeria.
8. Town in Yorubaland.
9. Large, long potato.
10. Large banana-type fruit.
13. Grain
15. Green pod vegetable; used in stews.
17. Important city in Plateau State.
21. Continent on which Nigeria is located

Word Find . . .

G R O U N D N U T S O T Q U R S U N E B
U X W E L E M O Y V E R A T T E F P I R
L M C A B N M E T L S V O V Z L U Q I I
F U L A N I N G L B A D P P T A E X G D
O N R F I W X I C S L I N P J C J K Z E
F V S O G M M C S O V I K M L I O T L T
G B O C E L F A L L A G O S G R V U E R
U W K R R A C P L T M A C O L F T T E I
I B O T I P S S N M C B P G V A O C O C
N T L E A W R A P H A U S A D S K D R E
E X A A V Y L G V G B A C D S V R G D C
A Y N Y E P S F M F P M K K O N A K R S
X V U E D F R E T A K A R A D M L T O S
Y P T Z E G L S U W V E F G C N T J T L
S M V I G S A U F P G S Q R A T T S V M
T N O A O F T M G I D X K S A V A N N A
H A R M A T T A N L A N O C A B U R O Y

All of the words below may be found in this box....

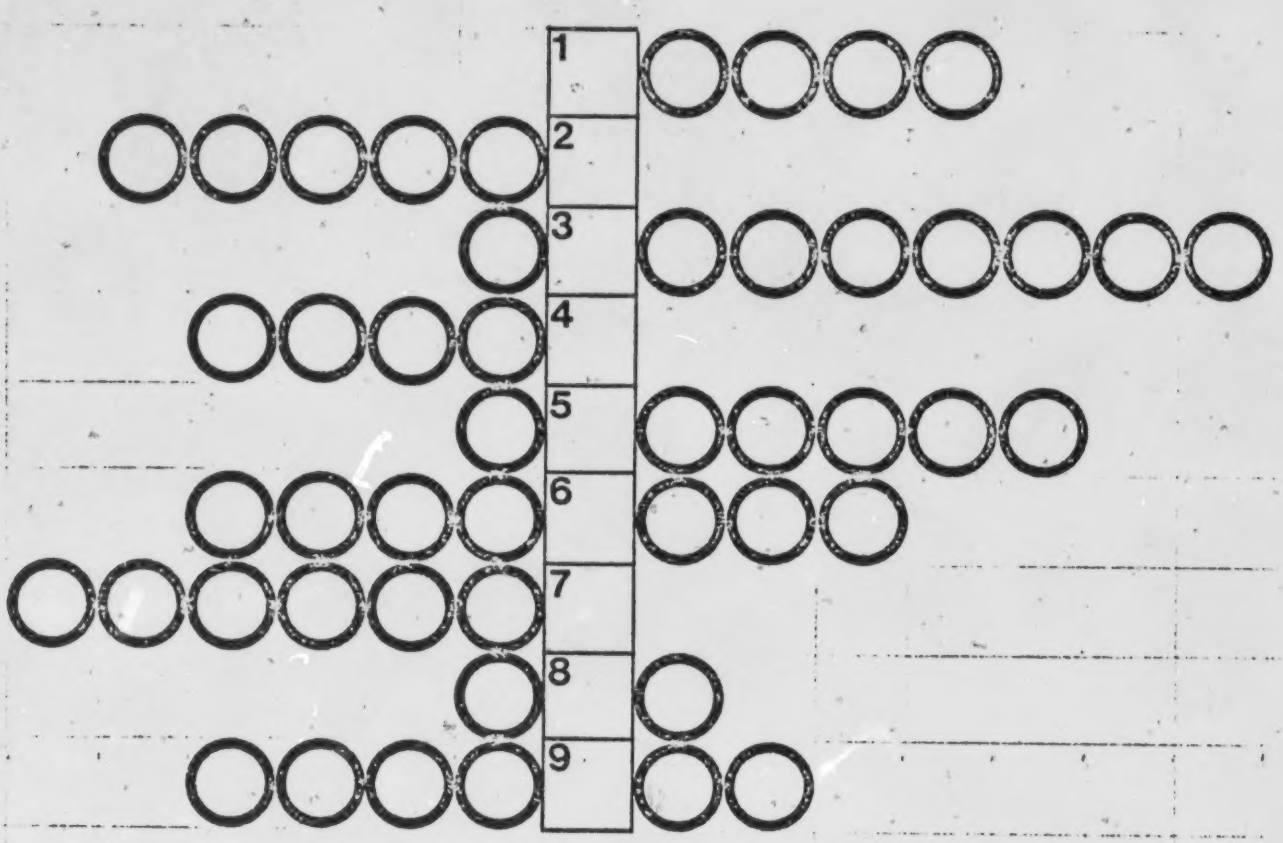
Have you learned these terms as you have studied about NIGERIA ?

OKRA
YAM
BRIDEPRICE
YORUBA
HARMATTAN
KOLANUT
IBO
FULANI
HAUSA
GULF OF GUINEA
PALM WINE
AKARA
KANO
JOS

GROUNDNUTS
MILLET
CASSAVA
BENUE
COCOA
AFRICA
OIL
PLANTAIN
NIGER
NIGERIA
MAIZE
MOSLEM
LAGOS
SAVANNA
U.P.E.

Solve the puzzle ....

Find the Key Word!



CLUES

1. Ethnic group in northern Nigeria
2. Ethnic group indigenous to western Nigeria.
3. Popular nut; called peanut in the U.S.
4. Religion of those who study Koran.
5. Tapioca-like grain.
6. Large banana-type fruit.
7. Offered to guests as sign of friendship.
8. Basic starchy vegetable.
9. Africa's dry grassland.

Solve the key word and find the name of a desert wind:

_____

Quiz

* Circle the correct answer:
  - A small grain which looks like oats is called plantain, millet, okra.
  - Indigo dye is blue, green, orange.
  - The world famous dye pits are located in Ibadan, Ife, Kan

** Unscramble the word in capital letters:
  - A fruit much like the banana is the LINNAPTA. _____
  - A staple of the Nigerian diet similar to our peanuts are STRUOGUNND. _____
  - Kola nuts are known to have a high amount of NEFCIAEF _____.

*** Circle either T (True) or F (False):
  - Nigerians eat bland and tasteless foods. T F
  - Kola nuts are bitter, juicy, and habit-forming. T F
  - The shiny red kola nuts are used at weddings. T F

**** Fill in the blanks:
  - A breakfast food made of ground blackeyed peas and highly seasoned with peppers is called _____.
  - A nut offered as a token of friendship is called _____ _____.
  - The oil in abundance used in cooking in Nigeria is _____ _____.

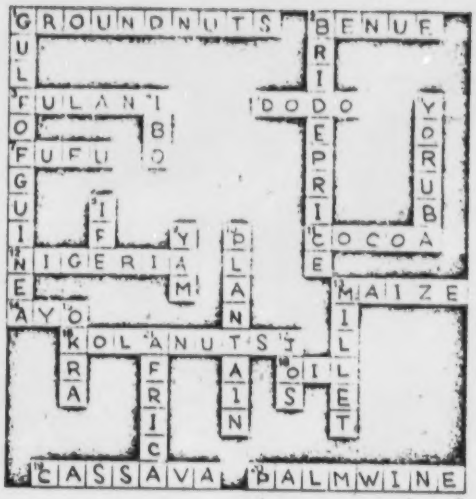
Answers: (I) Crossword Puzzle:

Across:

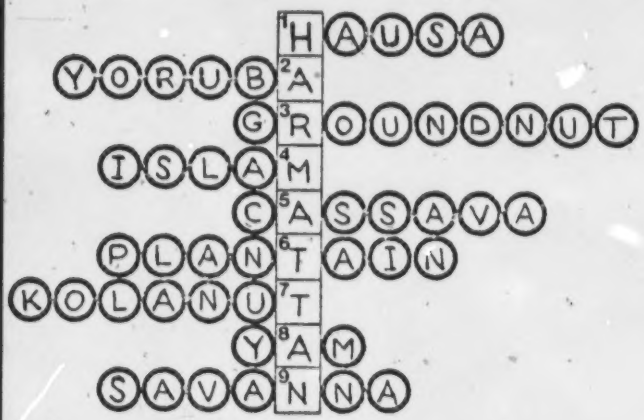
1. Groundnuts
2. Benue
3. Fulani
5. Dodo
7. Fufu
11. Cocoa
12. Nigeria
13. Maize
14. Ayo
16. Kolanuts
18. Oil
20. Palm wine
19. Cassava

Down

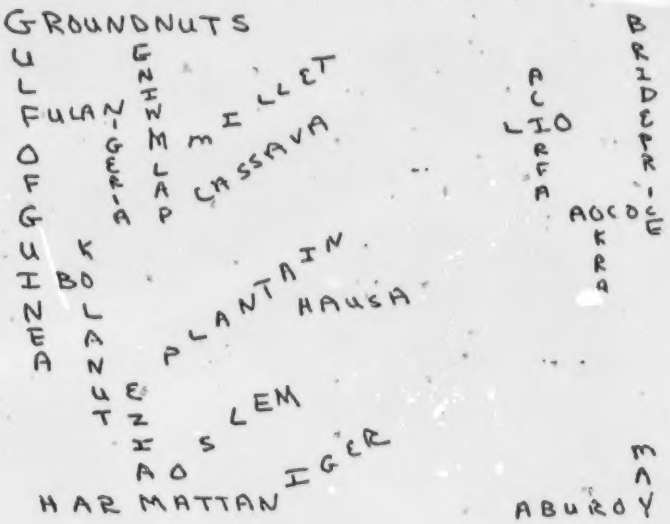
1. Gulf of Guinea
2. Brideprice
4. Ibo
6. Yoruba
8. Ife
9. Yam
10. Plantain
13. Millet
15. Okra
17. Jos
21. Africa



(II) Find the Key word:



(III) Word Find:



(IV) Quiz:

* 1. millet
2. blue
3. Kano

** 1. Plantain
2. Groundnuts
3. Caffeine

*** 1. F
2. T
3. F

**** 1. Akara
2. Kola nut
3. Palm oil

PICTURE PACKET (continued)

45. Oil pipelines; Oil exploration
46. Tin mining, Jos; Oil refinery, Port Harcourt
47. Kainji dam, nation's powerhouse; Power station, Lagos
48. Inside Nigerian postoffice; Earth satellite station, Ibadan

VII. Transportation - old and new
49. Harbor
50. Railway
51. Apapa wharf
52. Camel caravan
53. Reed boat on Lake Chad; Bridge traffic in Lagos
54. Luxury buses; Nigerian Airways

VIII. Markets and craftsmen
55. Supermarket in Lagos; Rural market
56. Fish market
57. Bead market; Brass shop
58. Pottery display; Ilorin potters at work
59. Hand woven materials
60. Calabash carver, Oyo; Wood carver, Oron

IX. The Arts and Ceremonies, Festivals, etc.
61. Painting of "Twin Mother" by Okiki
62. National Arts Theatre; Bronze casting
63. Ife bronze head; Stone monoliths
64. Nok terra cotta head; Gobaru Minaret, Katsina
65. Benin bronze head
66. Nigerian women in traditional dress; Dancers in bead costumes
67. Talking drum orchestra
68. Village story teller
69. Ceremonial horseman, north; Night club, Lagos
70. Child flutist
71. Mpokiti dancers; String instrumentalists
72. Stage play 'Oba Koso'
73. Obitum dancers, western; dancers, N.E. area
74. 'Asian' dancer

X. Sports
75. Wrestling
76. Track; Boxing
77. Table tennis; Female star athlete
78. Football (soccer)- most popular spectator sport

Let's Make Music and Verse

Necia Harkless

I. Title of Unit: Let's Make Music and Verse

II. Grade Level - 2nd and 3rd Grade

III. Purpose: Young children because of their early awareness of cultural and racial differences need positive guidance and understanding of their own uniqueness and interrelatedness in a pluralistic and global society.

This unit will introduce children to three Nigerian second graders, Musa, Binta and Peter. They will also learn some of the songs, and lyrics, poems and verses that are used for fun and games in learning to become Nigerians.

Second and third graders are developing a sense of self and responsibility which includes the values of their own community and society; that each has a responsibility to every other person and that the global community is related to the home community.

They will develop some research skills, learn to make effective relationships through experiences in music and integrated subject areas through thinking and acting, asking questions and solving questions that arise in the exploration of making music and verse.

IV. This unit is composed of six modules:

A. A Day w th Three Nigerian Second Graders

B. Rhythmic Games Nigerians Like to Play

C. Lullabies and Naming Song

D. Cante Fable

E. This is Rhythm

F. The Rhythm of Poetry

V. Objectives

A. Understandings and Generalizations

1. Social and Cultural Development

a. Children's experiences at home and school shape their interests and values

b. That play is universal

c. That each child is unique with individual differences

d. That creative expression develops through interaction with ideas, people and things

2. Musical Responses

a. That musical response is natural and not confined to the gifted

b. That given the comfort of the group, children with weak self images and expressive skills can gain confidence

c. That short attention spans can be increased as children learn to listen and sing songs related to their developmental needs and skill level

d. That quiet listening can bring about inner responses by stimulating mental pictures through identification with time, place, ideas and mood

e. That music and poetry can help children to enjoy their own spontaneous world and enter the larger world of children of other lands

B. Concepts

To develop or to increase understanding of the meaning of:

Nigeria
Cooperation
Interdependence
Rhythm
Instruments
Sound: Music/Noise
Work and Praise Songs
Music
Africa
Creativity
Belonging
Movement
Lyrics
Lullabies and Story Songs
Poetry

C. Generalizations

Students will:

1. Note three or more similarities and three or more differences in the school day of Musa, Binta and Peter

2. Learn some African songs, games and poetry and discover use and purpose in Nigerian culture

3. Learn that rhythm is basic to music and poetry as well as nature or life

4. One learns the rules of home, school and society through games, songs and poetry

5. Discover ones own uniqueness and develop confidence through knowledge of other children's culture

D. Skills

Student will: (Specific skills will depend upon developmental level and preassessment)

1. Learn to compare and analyze
2. Develop original songs, poetry, pictures, murals
3. Learn basic rhythms
4. Listen attentively and to discriminate
5. Prepare a poetry book
6. Develop questioning skills
7. Learn to organize materials, ideas and to make appropriate decisions
8. Learn to work independently and with others
9. Learn to take turns, directions and share
10. Learn to make and play simple rhythm instruments
11. Learn to accompany songs and verses with simple rhythm instruments
12. Increase motor skills

E. Specific Skills

1. Will depend upon developmental level of student and preassessment

F. Attitudes and Appreciations

Students will:

1. Develop a sense of mastery of simple rhythmic responses in song and verse
2. Develop a keener sensitivity for Nigerian music and poetry
3. Recognize the similarities and differences and some school children and practices in Nigeria and Kentucky
4. Improve in those specific skills assessed as needed
5. Improve in planning and organizational skills
6. Will learn to value the joy of creativity

VI. Development of Unit

A. Initiation and Preassessment

1. Read "Play Time in Africa" to determine level of awareness about African children in general

2. Watch for heightened interest in free activities, solitary play, questions and spontaneous conversations

3. Determine how activities can be integrated into content areas:

   a. Math (counting songs)

   b. Science (sounds-instruments)

   c. Social Studies (cooperation, group singing-playing community life-festivals and holidays-school and home activities)

   d. Physical Education (music and movement, small and large motor development)

   e. Language Arts (receptive and expressive skills)

4. Include children in planning specific learning experiences keeping in mind concepts and generalizations

5. Include parents in unit objectives by sharing the kinds of experiences the children will be involved in. Invite those parents who can serve as resources into classroom. Prepare list of materials needed to be provided by parents where possible and appropriate. Suggested mode of communication: newsletter, parent notes or letters from children.

VII. Content, Procedures and Materials

A. Introduce tape slide presentation <u>A Day with Three Nigerian Second Graders</u>

Presentation includes commentary, information on Ahmadu Bello University and 51 slides depicting the activities of Musa, 8-year old boy, Binta, a 7 year old girl and Peter an 8 year old boy who attend the laboratory second grade class at the Institute of Education, Ahmadu Bello University, Zaria, Nigeria.

Copies available on loan:

African Studies Center
University of Illinois, Room 101
1208 West California
Urbana, Illinois 61801
(217) 333-6335

OR

Nigerian Curriculum Development Project
University of Kentucky, 335 Dickey
Lexington, KY 40506
(606) 258-4896

1. Review impressions of "Playtime in Africa"

2. Show children map of Africa and identify Nigeria specifically, discuss size; compare with U.S.

3. Explain that Nigeria is one of the African nations

4. Show map in slide tape packet for exact location of Zaria, one of the 19 Nigerian states

5. Discuss slide tape

   a. Have children identify as many similarities in their school day. List on board. Identify and list differences

6. Ask children if they would like to learn some Nigerian games, songs, and poetry

7. Plan activities in class

B. Nigerian Games

The childrens games include ring games, line games, counting down rhymes and children's dances. Games have a dual or triple purpose. They teach attitudes and rules as well as sources of fun.

The following games were prepared by S. Omotoso, Center for African Studies, University of Florida, Gainesville, Florida.

From Organized Games Nigerian Children Love to Play

ALAWO-KOTO - ALAWO FEE:

Boys and girls come together joining hands in a big circle. There is a leader who calls the group rhythmically to close up or widen the circle. He calls -- "Alawo Koto." The others answer "Awo Koto" as they take rhythmic hops with a pat of both hands of their thighs and move towards the center of the circle where the caller stands. When the caller wants the circle to be wide again he calls -- "Alawo fee" and signals for a wide circle. The group answers rhythmically still hopping and tapping on thighs -- "Awo fee" as they hop backward to widen the circle.

Children enjoy the rhythmic widening and closing up of the circle.

PASS THE BALL

Organization: Players crouch in a circle. An object (preferably a lawn tennis ball) is held by the director who leads the singing as the ball is passed rhythmically from hand to hand. Whoever holds the ball each time the song ends is out of the game.

The song that goes along with the game is sung in such a way that all the players have to be "of the same mind." This is possible because each time the song is sung a word is left out.

C.F. 1st time: Little Ọmọtọṣọ has a fly upon his nose
Little Ọmọtọṣọ has a fly upon his nose
Little Ọmọtọṣọ has a fly upon his nose
So he flicks it and it flew away

2nd time: -----Ọmọtọṣọ has a fly upon his nose
Ọmọtọṣọ has a fly upon his nose
Ọmọtọṣọ has a fly upon his nose
So he flicks it and it flew away

3rd time: ----- --------has a fly upon his nose
etc. etc.

s : s : s.f : m : s : d : r : m.mm : rd: -
l : l.l: dr : d.t : l. s : l. s: m.s: -
s : ss : f m : s : d : r.m : m m : r.d.
t:, d : r : r r : r.d : d. t. t. d: --

Prepared by S. Ọmọtọṣọ

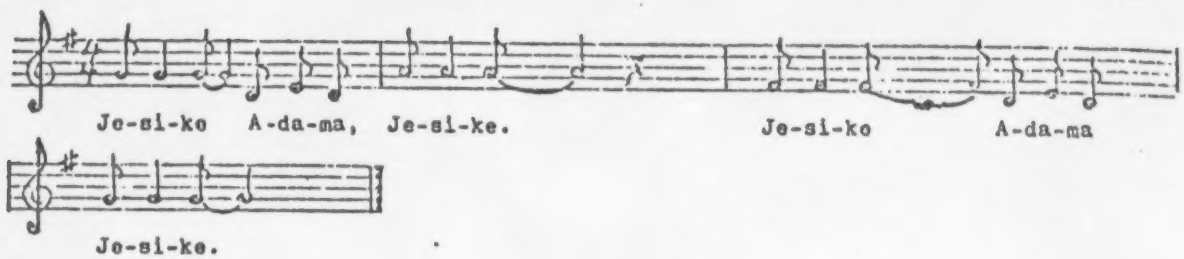
C. Songs and Dance

From The Griot Sings

In Africa, birth may be accompanied by music. In some of the tribes the musicians wait outside the compound of the woman in labor until the child is born. They then go around the town spreading the news. When the mother and new child are ready to be presented to the tribe, there is a naming ceremony. This naming ceremony is differentiated according to the particular tribe, the custom of the smaller unit within the tribe, or the importance of the child's father. "Jesike" may be used to accompany a mock naming ceremony with the names of the children substituted for "Adama." This song is printed with the permission of Mary Umolu.

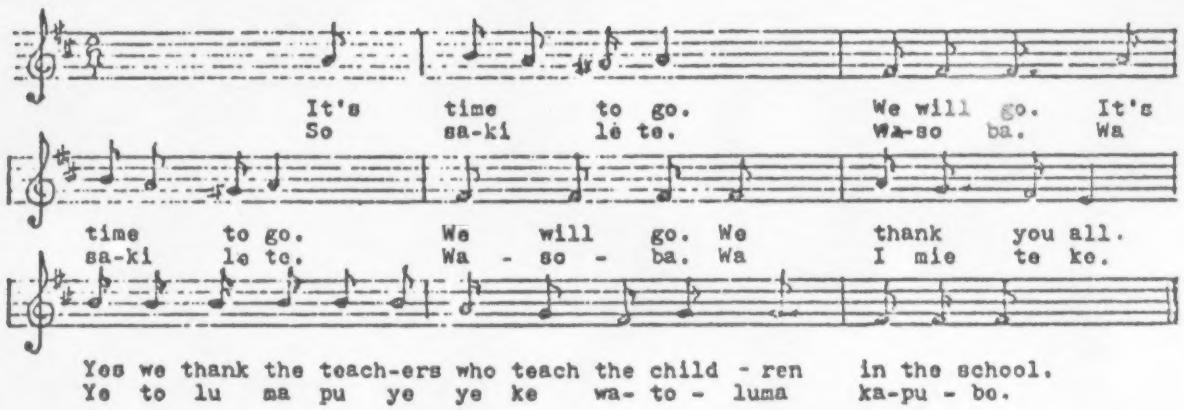
JESIKE

Lively — Ibo



SO SAKI LETE

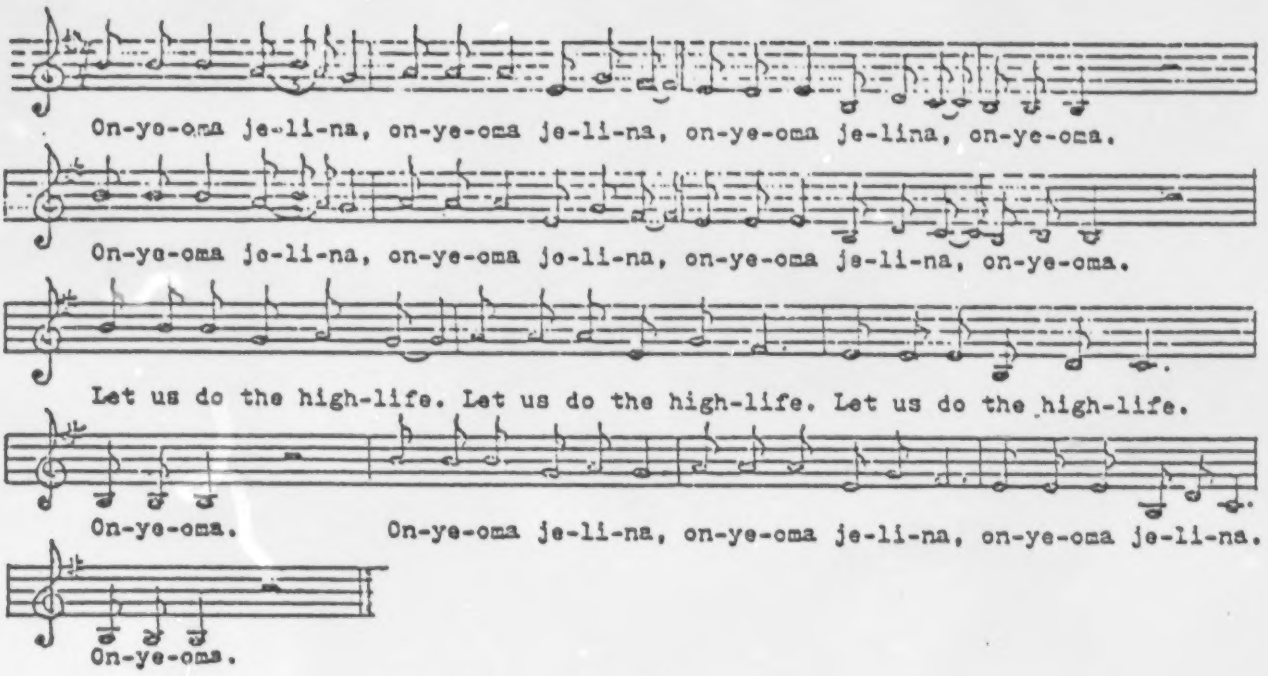
Medium — Rivers


It's time to go. We will go. It's
So sa-ki le te. Wa-so ba. Wa
time to go. We will go. We thank you all.
sa-ki le te. Wa - so - ba. Wa I mie te ke.
Yes we thank the teach-ers who teach the child - ren in the school.
Ye to lu ma pu ye ye ke wa- to - luma ka-pu - bo.

NOTES Children sing this song at the end of the school day. It is in the praise song genre.

ONYEOMA JELINA

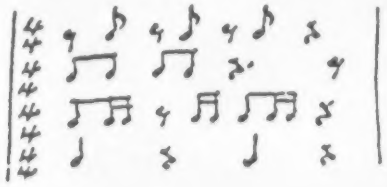
Medium Ibo


On-ye-oma je-li-na, on-ye-oma je-li-na, on-ye-oma je-lina, on-ye-oma.
On-ye-oma je-li-na, on-ye-oma je-li-na, on-ye-oma je-li-na, on-ye-oma.
Let us do the high-life. Let us do the high-life. Let us do the high-life.
On-ye-oma.
On-ye-oma je-li-na, on-ye-oma je-li-na, on-ye-oma je-li-na.
On-ye-oma.

2. Walk around in rhythm
3. Back up step together
4. Bend down to the floor

NOTES The dancers move in an oval or circular pattern, with each couple improvising the steps within certain prescribed limits. The two basic steps are (1) tap, then step with each foot moving forward and (2) walk in time to the music. The partioipants may move forward or backward, circle each other, or pivot on their own circles. This dance is highly individualized with each person expressing his own reaction to the music.

The origin of the High Life has been the subject of much discussion. Most of the Ghana musicologists, however, agree that the High Life originated in Ghana. It is believed that the dance originated as street music. The players and dancers originally moved from one side of the street to the other, dancing individually. The High Life is sung in various languages. Occasionally a High Life is sung in English. The subjects of these songs are similar to those of the traditional songs. There are love songs, songs about death, songs of praise and insult, and songs describing an event or a personage.



In Africa, the child's first lessons in music are given by his mother. Immediately after birth, the child is placed on his mother's back while she goes about her daily tasks. Accompanied by the child she washes clothes in the river, pounds cassava, dances, and sings.

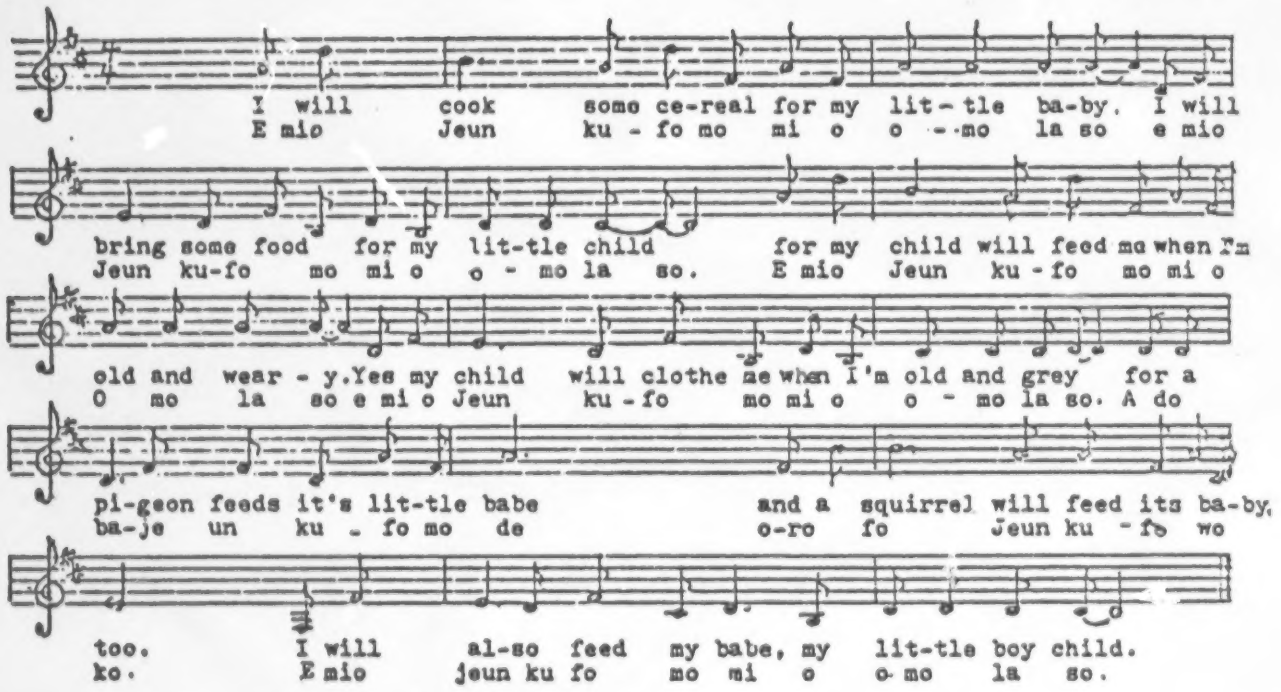
Because of the varied nature of the mother's activities, the cradle songs run the gamut of the song categories. A cradle song may have nonsense words and be used mainly to provide rhythmic comfort to the child, or the song may be a relatively long selection commenting on life.

Since the mother is no longer in constant attendance, the nature of the cradle songs in the New World has changed. Most of the words refer directly to the relationship between the parent and child or the child alone.

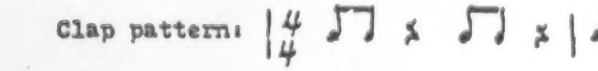
E MIO JEUN KUFO MO MI

Andante

Yoruba


I will cook some ce-real for my lit-tle ba-by. I will
E mio Jeun ku - fo mo mi o o - mo la so e mio
bring some food for my lit-tle child for my child will feed me when I'm
Jeun ku-fo mo mi o o - mo la so. E mio Jeun ku - fo mo mi o
old and wear - y. Yes my child will clothe me when I'm old and grey for a
O mo la so e mi o Jeun ku - fo mo mi o o - mo la so. A do
pi-geon feeds it's lit-tle babe and a squirrel will feed its ba-by,
ba-je un ku - fo mo de o-ro fo Jeun ku - fo wo
too. I will al-so feed my babe, my lit-tle boy child.
ko. E mio jeun ku fo mo mi o o mo la so.

NOTES The mother compares her love for her child with the love that all creatures have for their young.

Clap pattern: 

D. Cante Fables

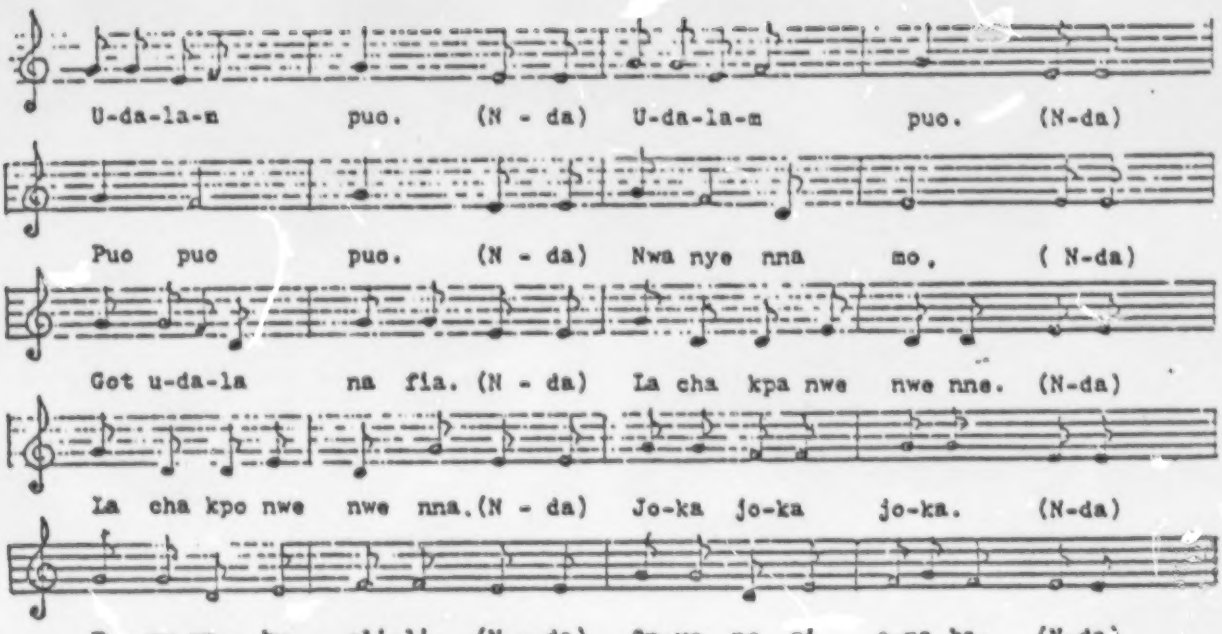
Stories incorporating songs. Some are long and may be connected with the history of the people, or nonsense songs, or morality tales.

1. Children will learn song and develop a mural depicting story or dramatize with props.

UDALA'M

Medium

Ibo


U-da-la-m puo. (N - da) U-da-la-m puo. (N-da)
Puo puo puo. (N - da) Nwa nye nna mo, (N-da)
Got u-da-la na fia. (N - da) La cha kpa nwe nwe nne. (N-da)
La cha kpo nwe nwe nna.(N - da) Jo-ka jo-ka jo-ka. (N-da)
E - nu wa - bu oli-li. (N - da) On-ye no si o-na ba. (N-da)

Once upon a time there lived a little boy named Chinyere. He was very sad and unhappy. His mother had died and he was forced to live with his father's second wife. His stepmother gave him very little to eat and physically abused him whenever she could.

One day the stepmother went to the market and bought some udala. When she returned home she gave the fruit to her own children. Chinyere had not eaten for two days, so he begged his little brother for some of the fruit. The brother said, "You want my udala? You want some of my fruit? Here you dirty thing, eat this." With that, the brother spit the seed out of his mouth to the ground and ran away laughing.

Chinyere was almost in tears. Imagine how his younger brother had talked to him the first born of the family. But he could do nothing, for what a child says he has heard at home. He picked up the seed to see if there was any fruit on it and seeing none, he began to cry bitterly. He cried until his mother rose up from the grave asking, "What has happened to my son?"

Chinyere told his mother of his unhappy life. She told him to plant the seed on her grave and to be sure to tend it and water it daily. She also taught him the song he had to sing to get his tree to grow in two days.

Chinyere planted the seed and then he started to sing, "Udala-m puo puo puo puo...." After he sang the song the seed germinated and you could see the stalk sticking out of the ground. Even though he was still hungry, he was happy. He knew he would have his own udala-m tree.

The next day he came to see the plant and, lo and behold, it had grown some more. So he sang "Udala-m to" and the tree grew tall, "Udala-m Mis" and the tree began to bear fruit, "Udala-m Cha Cha" and the fruits ripened.

From then on when he wanted to eat he would sing his song and the tree would bend down to pick him up to pluck fruits.

His brothers and sisters grew envious and begged him for some udala, but he refused. They ran crying to their mother to tell her what had happened. She told her eldest son to hide and listen when Chinyere went to pluck his fruit. The young boy learned the song and one day he went and sang "Udala-m...." The tree bent down so that he could climb, but when it found out

that it had been tricked it stood erect and stranded the boy up in the tree.

The other children ran to get their mother. The mother and her children begged the tree to bend down. They tried to pull the tree down but it was no use. She looked around for an axe, but couldn't find one. Finally they sent for Chinyere to command the tree to let go, saying pleadingly, "Relatives should help each other so no one will hurt them." Chinyere scoffed at them saying, "Relatives? Is that what I am now? You did not remember me before. I will not help you now."

The stepmother, seeing that Chinyere was adamant called the father, who ordered him to free his brother. Chinyere said, "My younger brothers have not given me respect. Now that my mother is dead, you have forgotten you have an older son. I will not set my brother free."

This was the ultimate insult. An African child respects his elders and does not talk back to his father. The father decided to report Chinyere to the elders of the town.

When the elders came Chinyere's father and stepmother excitedly began to tell the story. When they got to the part where Chinyere refused to let his brother from the tree, the elders stopped them and turned to Chinyere and said, "Let your brother down, we command you."

Chinyere was perplexed. He knew he would have to obey the elders, yet he knew his cause was just. So he said, "You see my clothes, they are ragged and worn. Is this the clothing of the eldest son? You see my bones, I am starved for food. Is this what should happen to the eldest son? You see my bad behavior. It is because I am starved for affection and trust. Is this the way an eldest son should act? You are the chiefs of the town and I will do what you say. But if this is the way that life is to be lived in Ibo land, I no longer need my life." With this Chinyere turned around and called to the tree to let his brother down.

The elders had been shaking their heads during the story. They went to the side and conferred. When they returned they said to the parents, "You no longer have an eldest son. We will take from you all that is rightfully his, one half of what you own. Since you do not appreciate your eldest son we will give him to a family who will appreciate him.

They did all that they promised, and Chinyere went to live elsewhere. Since he was now rich and happy, he did not have to depend on the udala tree for food. But every couple of days he would return to his mother's grave so that the udala tree could hold him in its branches.

E. This is Rhythm

1. Children will increase listening skill by identifying different rhythms and instruments as they listen to This is Rhythm by Ella Jenkins

2. Children will listen to Folk Songs of Africa (filmstrip and record) and identify those songs that sound familiar. Discuss why they think they are familiar.

3. Show filmstrip #2 Africa: Musical Instruments, Percussion

4. Discuss characteristics of African music

   4.1 Call and Response

   4.2 Use of voice inflections, clicking, vibrations, etc.

   4.3 Polyrhythmic-loud, soft, long, short

   4.4 Use of drums

5. Have children review new songs, sing familiar American songs

   5.1 Begin rhythmic accompiment with hands and body

   5.2 Introduce simple commercial instruments

6. Discuss the most common instruments: rattle, hand piano, stick clappers, castenets, xylophone, drums, wind and stringed instruments

7. Make simple instruments: Drums, rattles, bells, tambourines, sand paper blocks, water glasses, pan pipes, box harp and stamping tubes (see A Black Studies Curriculum for Early Childhood Education)

F. The Rhythm of Poetry

1. Read several Nigerian poems to children while their eyes are closed

2. Read poems again with eyes open. As they listen, let them gently trace the rhythm on their knees, chests or desks

3. Write poems on board for the visual image. For rhythmic poems indicate the beat by scanning long / and short . All poems may not have a perceptible beat, but may rhyme, find the rhyming words.

4. Note content of poem: subject, place people, things. Try to figure out the purpose.

5. Ask each child to select his own rhythm and write a poem about a friend, a surprise, or a yummy taste using the selected rhythm

6. Begin poem book by copying three Nigerian poems and illustrate.

7. Add a poem a week including original - share with parents, peers and friends.

Suggested poems for study:

Kob Antelope

A creature to pet and spoil
An animal with a smooth neck
You live in the bush without getting lean
You are plump like a newly wedded wife
You have more brass rings round your neck
Than any woman
When you run you spread fine dust
Like a butterfly skating its wings
You are beautiful like carved wood
Your eyes are gentle like a dove
Your neck seems long, long to the
Covetous eyes of the hunter.

The Sky

The sky at night is like a big city
Where beasts and men abound
But never once has anyone
Killed a fowl or goat,
And no bear has ever killed a prey.
There are no accidents; there are no losses.
Everything knows its way.

Yam

Yam, yam, yam
You are of pure white
You have a gown of meat
You have a cap of vegetables
You have trousers of fish
Yam, oh yam, oh yam.

The Oba of Benin

He who knows not the Oba
Let me show him
He has mounted the throne.
He has piled a throne upon a throne.
Plentiful as grains of sand on the earth
Are those in front of him.
Plentiful as grains of sand on the earth
Are those behind him.
There are two thousand people
to fan him.
He who owns you
is among you here.
He who owns you
has piled a throne upon throne.
He has lived to do it this year
even so he will live to do it
again.

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Records and Film Strips

Drums of the Yoruba of Nigeria, Folkwayne Records FE444.

Folk Songs of Africa, Bowmar records FC 7654 "Folk Songs of Africa" Vol. 1, "Africa: Musical Instruments, Percussion (No. 2).

This is Rhythm, by Ella Jenkins Folkway Recordings.